



The
Westminster
School



Careers Education Advice and Guidance and Work-related Learning Policy 2020 / 2022

*Safe Happy and Learning
Together*

*Building foundations and providing
opportunities to create confident,
aspirational and independent
members of our community.*

Approved by Governing Board on: 12 November 2020

Signed by Chair of Governors:

Head Teacher:

O M Flowers

Lead Personnel:

B Taylor

Date of Review:

12 November 2022

Rationale

The Westminster School is committed to providing a planned programme of Careers Education, Information and Guidance for all pupils in Years 7-14.

We believe that it is especially important for our pupils, all of whom have an Education Health and Care Plan, that careers education information and guidance permeates the whole school and is of the highest possible quality.

The Westminster School has been recognised for its excellent work within careers and in 2016, the school achieved the National Award for Careers Education, Information and Guidance, from Prospects. This award recognised the high quality of provision of careers education information and guidance at the school, the school will be working towards renewing this award from 2020 onwards. The school also came 2nd nationally in 2019 in the Career Enterprise Company SEND Careers Award which also recognised the high quality of provision.

The CEIAG programme will promote equality of opportunity, celebrate diversity and challenge stereotypes.

The policy is developed and reviewed annually through discussions with Careers Leader, teaching staff, the Careers Advisor, pupils, parents, governors and other external partners. It is based on current good practice from the Careers Development Institute and is guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory requirements.

Context

From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance.

Careers guidance under this duty will:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options,
- promote the best interests of the pupils to whom it is given

The DfE on 4 December 2017 also updated its statutory careers guidance for schools. Governing Boards need to ensure that the school has published a careers programme and clear advice and guidance which meets the school's needs. The government also expects Governing Boards to ensure that the schools careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.

The careers strategy can be read online at

www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

The statutory guidance for school is available at

www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

Baker clause - Schools and academies must give education and training providers the opportunity to talk to pupils in Years 8 to 13 about approved technical qualifications and apprenticeships from 2 January 2018. The DfE has issued 2 guidance documents: Technical Education and Apprenticeships: Raising Awareness in Schools and Example Policy Statement on Provider Access which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act. The Westminster School has a policy on Provider Access.

Roles and Responsibilities

Role of the Senior Leadership Team:

The Head Teacher sets out a strategy for careers education and guidance which meets the school's legal requirements, it should be developed in line with the Gatsby Benchmarks and informed by the requirements set out in Careers Guidance and access for education providers Statutory guidance for governing boards, school leaders and school staff.

Role of the Careers Leader:

- Leading the team of teachers, administrators, external partners and others who deliver career guidance.
- Advising the senior leadership team on policy, strategy and resources for career guidance and showing how they meet the Gatsby Benchmarks.
- Reporting to senior leaders and governors.
- Reviewing and evaluating career guidance and providing information for school development planning, Ofsted and other purposes.
- Preparing and implementing a career guidance development plan and ensuring that details of the careers programme are published on the school's website.
- Understanding the implications of a changing education landscape for career guidance, e.g. technical education reform.
- Ensuring compliance with the legal requirements to provide independent career guidance and give access to providers of technical education or apprenticeships, to pupils in schools, including the publication of the policy statement of provider access on their website
- Monitoring the delivery of career guidance across the eight Gatsby Benchmarks, using the compass evaluation tool
- Supporting tutors and class teachers in providing initial information and advice
- Communicating with students and their parents with careers related topics.
- Engaging with employers to lead to meaningful work experience and encounters in the workplace.

Role of the Governing Board:

The Governing Board have a key role in ensuring schools not only meet their legal requirements, but also that school is equipping their pupils with the tools and knowledge to make informed choices about their futures. They can do this by offering strategic support to school leaders and by holding the head teacher to account for the quality of provision of careers education, information advice and guidance.

The Governing Board should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the statutory guidance.

The Governing Board should appoint a Link Governor for Careers to gain knowledge and understanding of the Careers programme and they report back regularly to the full Governing Board.

The Governing Board should also ensure that the school complies with its statutory responsibilities:

1. The appointment of a Careers Leader.
2. Compliance with the Baker Clause.
3. The publishing of policy statements on the school's website.
4. Commitment to the delivery of independent and impartial guidance.

Role of Teaching and Support Staff:

- All staff should ensure they are aware and comply with the Futures Careers Education programme and its objectives
- Be aware and comply with the School Access Policy
- Have an understanding of the Gatsby Benchmarks and how they are implemented and can be implemented in their relevant classes and subjects
- Support the development of students' knowledge and application of Skills
- Develop links to external support within their curriculum areas
- Signpost/Feedback specific students' needs for further careers advice
- Signpost students to appropriate advice and information e.g. JED
- Encourage students to think positively about their Future Careers plans
- Engage with Futures Careers CPD provided
- Promote Labour Market Information where relevant in their subjects
- Give advice as to future courses that may support a student reach their intended goal or vocational aspiration

Staff CPD

Further training is offered to staff including CEC
<https://www.careersandenterprise.co.uk/education/training-careers-leaders>
CAREERS Leaders training (Accredited or informal)
Work place visits and guest speakers.

Role of External Agencies

Further support is provided by a variety of outside agencies to ensure the students have multiple opportunities to learn from employers and other organisations nationally and locally, this includes:

FE Colleges
Department for Work and Pensions
SIPS Education
Connexions
Think Forward
Work n Learn
Black Country Consortium
Independent Careers Adviser
Employers
Training Providers

Equality and Diversity

FUTURES Careers Education programme is provided to all students in school irrespective of their pathway. Students are encouraged to follow paths that suit their interests, skills and strengths, it is designed to suit all needs and covers employment, independent living and supported living.

The 'Gatsby' Benchmarks



The Westminster School has adopted the Gatsby Benchmarks because they are judged to be an outstanding system for career guidance.

<https://www.gov.uk/government/news/careers-guidance-for-moderncountryunveiled>

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-johnholman-good-career-guidance>

Benchmark 1: A stable careers programme

- The strategic responsibility for the management of CEIAG is the Deputy Head Teacher, Mr B Taylor supported by Mrs J Onafowokan who is a qualified Careers Leader (Level 6)
- Link Governor is Mrs S Gough
- The careers programme is structured and updated by Mr Taylor and it is published and included on the school's website/newsletters. -Delivery is through specific CEIAG lessons but also permeates the other school subjects - Careers is covered through our SHaLT curriculum and themes and also in bespoke lessons, particularly in Post 16 (Vocational Studies, Employment and Development Skills etc.)

- The programme is evaluated with feedback from all stakeholders (i.e. Senior Leadership Team, Subject Leads etc.). The school also uses Careers Compass + to help plan, track, monitor and evaluate actions towards these benchmarks. Regular updates of compass + is fed back to senior leaders and the Governing Board. A framework for the planning, monitoring and delivery of the careers programme will be reviewed annually, also reviewed using the quality standard for Careers Education and Guidance.
- Funding is allocated annually in the context of whole school priorities and particular needs for Careers Education, Information and Guidance.
- The school ensures careers is prominent in the EHCP process for every child.
- Large number of events and activities involving employers and other agencies as well as ongoing experience of the world of work and businesses.
- Students also have regular access to JED software which helps them to understand the world of work - leaflet to parents

Benchmark 2: Learning from career and labour market

- Local Market Information (LMI) is included in the careers programme and additional knowledge is provided by the Careers Adviser.
- Parents and pupils can keep up to date with information about Local Market Information by Post, Website, Social Media posts and through recommendations from EHC and Annual Review meetings
- The Careers Adviser provides independent careers guidance, including LMI to all pupils from years 8 and above.
- LMI information is shared with parents on the School's website.

Benchmark 3: Addressing the needs of each pupil

- The Careers Adviser keeps accurate records of individual careers advice and these are shared with pupils in line with GDPR.
- Destinations are collated by a member of the Leadership Team with the support of the Careers Adviser.
- The careers programme actively seeks to challenge stereotypical thinking and to raise aspirations.
- Careers Fairs and Evening will take place during the academic year where students and parents/carers can attend in order to gain understanding of careers
- Pro-active in supporting every student on their work placement or pathway to employment. This may include regular liaison with parents and work experience providers as well as appropriate resources to support each student.

Benchmark 4: Linking curriculum learning to careers

- Employability and enterprise skills are embedded with the curriculum and developed in all lessons. These develop skills which will encourage pupils to become more effective workers, within a wider range of careers.
- The allocated careers lessons within the PSHE programme and ongoing training needs are identified for planning and delivering the careers programme.

- All staff contribute to CEIAG through their role as form tutor, subject teachers and support staff.
- Staff have increased time through SHaLT and this is an opportunity to discuss careers
- Part of our FOSTERS Life Skills initiative focuses on Employment and next steps.
- Work in STEM (Science, Technology, Engineering and Maths) supports students understanding of the world of work with particular focuses on the production of materials to sell through social enterprise.
- Any work experience placements must serve a purpose in the curriculum personalised or not, for example students completing Vocational Studies will use evidence from their work experience for their qualification.

Benchmark 5: Encounters with employers and employees

- Pupils will be provided with opportunities of mentoring, workplace visits, work experience, work shadowing, enterprise clubs and employer talks and higher education presentations.
- Where appropriate, we will arrange visits for pupils to local colleges, work based education and training providers This will assist pupils in making an informed decision about their future career.
- We will continue to develop partnerships with local colleges, apprenticeships providers, local employers and training providers.
- All students will:
 - Receive a careers talk from an internal member of staff
 - Receive a careers talk from a local business or provider
 - Attend a careers fair or evening
 - Opportunity to complete an enterprise day
 - Produce an enterprise product

Benchmark 6: Experience of work places

- Years 12, 13 and 14 students access a weekly work experience placement. All students will have an initial interview and tour of premises before attending. All parents will be involved in the work experience placement process. The school however recognises that work experience opportunities may be limited due to the current COVID19 pandemic. The school will continue to provide experiences of the workplace through virtual tours, guest speakers and internal work experience opportunities.
- Students will be allocated a key worker in school who will support any pastoral concerns while on placements
- Students on regular work placements will receive a monitoring visit from staff once a term
- Reports of termly progress will be shared with parents and students □ To access this placement, the students apply and undertakes an interview.
- Job awareness weeks which include mock interviews, enterprise days and visits to business take place annually for all key stages

Benchmark 7: Encounters with further and higher education

- The annual Careers evening allows each pupil/parent/carers to have a meaningful encounter with learning providers, including sixth form, colleges, local employers and apprenticeship providers.
- Extensive links with a number of colleges
- Internal careers assemblies will take termly where students are notified of successes of current interns/apprentices
- Students in Year 11 transitioning into Post 16 work with the Department for Work and Pensions (DWP) Work Academy to help them prepare for future work placements. This is currently under review due to the COVID19 pandemic.
- Regular liaison with local colleges and school allow for smooth transition
- All local colleges are invited to Careers evening and Careers Fairs
- Parents are signposted to events and opportunities at local colleges through flyers, posters etc.

Benchmark 8: Personal guidance

- Independent face-to-face careers guidance, to help make successful transitions, from a qualified careers adviser (qualified to at least level 6)
- School will work closely with the Local Authority through the provision of SEND support services: preparing for adulthood.
- The Careers Adviser, will provide independent careers guidance to all Years 8,9,10, 11 and Post 16 pupils, and their parents. Year 7 may access group work regarding careers provision.
- The Careers Adviser is available for appointments with pupils or with parents and pupils.

Careers Pupil Entitlement

1. Careers Education, Information and Guidance that meets professional standards of practice.
2. A careers programme that will raise aspiration, challenge stereotypes and promote equality and diversity.
3. Support in making well informed and realistic decisions.
4. Access to impartial and independent information and guidance about the range of education and training options that are most likely to help pupils achieve their ambitions

Careers Compass+



The government have given all schools until 2020 to implement all aspects of the Gatsby Benchmarks. The school will continue to use the Careers Compass to help plan, monitor and

evaluate actions towards these benchmarks. Regular updates of the compass will be fed back to senior leaders and the Governing Board. The school is also committed to ensuring that parents are regularly updated with the careers activities their child has took part in over the academic year. Compass + will support us to do this.

Black Country Special Schools Careers Hub Steering Group



The Westminster School is proud to be a Lead School in the Black Country Special Schools Careers Hub Steering Group. We work with the local consortium of schools and business leaders to share best practice and help all schools work towards achieving the Gatsby Benchmarks.

The Westminster School works closely with our Black Country Enterprise Adviser to develop and share best practice.

Careers and Enterprise Company

The school continues to work closely with the Careers and Enterprise company and as a result receive support and guidance from a dedicated SEN Enterprise Advisor, Vicky O'Connor. As part of this support the school are required to meet government deadlines where the Compass Tracker is completed. This is completed sporadically throughout the year and feeds into an action plan that is regularly updated.

Useful websites

SEND Toolkit for the Gatsby Benchmarks

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_send_gatsby_toolkkit_updated.pdf

Black Country Skills Factory

<https://www.blackcountyskillsfactory.co.uk/>

Careers and Enterprise Company

<https://www.careersandenterprise.co.uk/>

Black Country Labour Market Information

<https://www.blackcountyskillsfactory.co.uk/school-resources/local-labour-market-intelligence/>

National Careers Service

<https://nationalcareers.service.gov.uk/>

Job Explorer Database (JED)

https://www.careersoft.co.uk/Products/Job_Explorer_Database/

Icould website careers information and videos.

<https://icould.com/>

Success at school curriculum E books

<https://successatschool.org/advisedetails/1224/coronavirus-careers-resources-to-send-to-parents-and-students>

Careers in Context - A can do guide for providers

https://resources.careersandenterprise.co.uk/sites/default/files/2020-10/1413_Careers%20in%20Context%20Provider%20Guide_0.pdf

Barclays life skills for young people with SEND

<https://barclayslifeskills.com/educators/lessons/send-networking-skills-lesson>

Vocational profiles and planning for adulthood

<https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/vocational-profile.htm>

Sandwell Local Offer

<https://www.sandwell.gov.uk/send>

This policy will be reviewed in November 2022.

Appendices

Appendix One: Futures Careers Programme

Appendix Two: Action Plan used by Independent Careers Adviser

Appendix 1

Employability Soft Skills

	F	riendship/teamwork	F1	I can work with a friend/peer.
			F2	I can work within a small group/team.
			F3	I can describe my role and identify who is the leader in a team.
	U	nderstanding Instructions	U1	I can follow a one-step instruction
			U2	I can follow a sequence of instructions
			U3	I can ask questions if I am unsure of an instruction
	T	ime Management	T1	I can arrive on time to a lesson
			T2	I can get prepared for an activity.
			T3	I can work to a timescale to complete an activity.
Behavior	U	r	B1	I can show manners towards staff and peers.
			B2	I can take pride in my appearance and body language.
			B3	I can behave sensibly and safely in different situations.
	R	esilience	R1	I can try again when something doesn't work out.
			R2	I can stay calm in a stressful situation.
			R3	I can stay positive when trying to overcome a challenge.
	E	expressing yourself	E1	I can share an idea/opinion with others.
			E2	I can express the way I feel about something
			E3	I can show leadership to others
	S	olving problems	S1	I can identify a problem.
			S2	I can try different ways to solve a problem.
			S3	I can show others how to solve a problem.

Appendix 2

Action Plan used by Independent Careers Adviser

Aspirations
What do I want for the future?

**Work/training/vocational/
Apprenticeships**
What type of work would I like to do?

Support Needs
What or who could help me?

Work Experience

My Independent Travel Skills

My Independent Living Skills
e.g. personal care

My Work Skills
e.g. Team Work

My Starting Point
Where am I now?


The Westminster School
Careers Action Plan

SCHOOL